

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) for Juvenile Justice Education Programs

2012–2013

2012-2013 School Improvement Plan Juvenile Justice Education Programs

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Jamie L. Newberry	District Name: Madison
Principal: Jamie L. Newberry	Superintendent: Mrs. Lou Miller
SAC Chair: Jamie L. Newberry	Date of School Board Approval: Tuesday, November 6, 2012

Student Achievement Data:

Use data from the Common Assessment to complete reading and mathematics goals. Programs may include math data from the math assessment used in 2011–2012.

Administrators

List your school's on-site administrators who are responsible for educational services (e.g., principal, lead educator) and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include the history of common assessment data learning gains. Programs may include math data from the math assessment used in 2011–2012. The school may include the history of Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Principal	Jamie L. Newberry	B.S. in Secondary Education; Master of Arts in English (Rhetoric and Composition); Certifications: English (6-12) and ESE (K-12): <u>Professional Certification</u>	5	4	
Lead Educator	Thomas McCullough	B.S. in Elementary Education Certifications: P.E. (K-	1	3 months	

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		12); ESE (K-12)			
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Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include the history of common assessment data learning gains. Programs may include math data from the math assessment used in 2011–2012. The school may include the history of AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
N/A					

Effective and Highly Effective Teachers

List your school's highly effective teachers and briefly describe their certification(s), number of years at the current school, number of years as a teacher, and their prior performance record with increasing student achievement at each school. Include the history of common assessment data learning gains. Programs may include math data from the math assessment used in 2011–2012. The school may include the history of AMO progress. ***Highly effective teachers refers to teachers who provide instruction in core academic subjects, hold an acceptable bachelor's degree or higher, have a valid temporary or professional certificate, and whose students demonstrate learning gains via the common assessment, end of course exams, or any supplemental assessment the school uses.***

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Teacher	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
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N/A					

Effective and Highly Effective Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Regular meetings with new teachers conducted by the principal	Principal	On-going	
2. Partnering new teachers with veteran staff members	Principal	On-going	
3. College campus job fairs and recruiting at universities and community job fairs	Twin Oaks Vocational Academy Executive Director	On-Going	
4. Offering, providing information about, hosting of professional development and networking activities	Madison County School District; TOVA/RAMC Principal; Twin Oaks Juvenile Development, Inc.	On-Going	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who are NOT highly effective.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessionals that are teaching out-of-field and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
25% (1) Certified Teacher who is not HQ 57% (4) Paraprofessionals who are not HE	<u>Certified Teacher:</u> The teacher will be enrolled in the Madison County School District Beginning Teacher Program. Additionally, the teacher will take the Exceptional Student Education examination by the end of the 2012-13 school year. <u>Paraprofessionals:</u> The paraprofessionals will study

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	for and sit for the Praxis Paraprofessional Examination with a passing score by the end of the first semester of the 2012-13 school year.
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Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
4	25% (1)	25% (1)	50% (2)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)

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Teacher Mentoring Program

Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Mrs. Paula Ginn or certified representative assigned by Mrs. Ginn from the Madison County School District Office	Ms. Shanomia Francis	Beginning Teacher Program	Mrs. Paula Ginn or assigned personnel will meet with Ms. Francis monthly to discuss various exercises and curriculum components for the Beginning Teacher Program. Additionally, Mrs. Ginn or assigned personnel will be doing impromptu classroom walk-through exercises/observations to provide appropriate feedback/insights into Ms. Francis' use, understanding, and implementation of teaching techniques of the curriculum.

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****Grades 6-12 Only-*** Sec. 1003.413 (2)(b) F.S

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

1. Each content area teacher will instruct on highlighting key words and phrases in curriculum as a decoding and comprehension strategy.
2. Each teacher will provide ongoing practice of reading content and answering questions to represent comprehension of content being taught.
3. Each teacher will implement a word wall within his/her classroom.
4. Each teacher will plan thematic lessons with the language arts/reading instructor throughout the school year.
5. Each teacher will implement reading comprehension strategies in coordination with their content area: KWL, Venn diagrams, etcetera.

****High Schools Only***

Note: Required for High School- Sec. 1003.413 (2)(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

We offer students elective courses in vocational training which are supplemented with employability skills training as well as job skills training.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful to their future?

In alignment with the vocational training courses, our students complete the CHOICES Career Inventory, a Learning Styles Inventory, and a Vocational Survey to determine appropriate vocational course placement during their length of stay with us at TOVA/RAMC. Because our offerings are limited, the students' choices are taken into consideration by the Testing/Placement/Transition Coordinator and our on-site Guidance Counselor. Students are counseled with individually and once students' academic/vocational history as well as future interests are reviewed, a collaborative effort between the student and the individual student is made regarding placement.

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

The student population for TOVA/RAMC are, as a whole, sorely deficient when comparing students' current grade level/achievement status to that of their cohort. In order to better serve our particular populous and demographic of student, TOVA/RAMC offers a variety of postsecondary preparations that are parallel with initiatives to enhance student motivation: TOVA/RAMC collaborates with our district office to offer qualifying/deemed-appropriate students opportunities to sit for the GED examination; TOVA/RAMC became an accredited ACT testing site and offers such services to our students on our campus; TOVA/RAMC have a working agreement with the facilitators of the ASVAB examination so that this test is administered by their proctors on our site quarterly. Additionally, once scores are received, ASVAB sends a test-score interpreter to explain to the students the numerical depiction of their performance and translates that to job matching within the military. TOVA/RAMC have

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partnered with North Florida Community College in Madison, Florida to offer the PERT exam for all high school/GED graduates who desire postsecondary degrees; TOVA/RAMC have collaborated with North Florida Community College to offer guidance counseling/financial aid services in retrieving FAFSA as well as offering dual enrollment courses online. Lastly, we have an articulation agreement with Vocational Rehab through which we refer students to them while they are in our care so that Voc Rehab can assist with services beyond exit from the school/program.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process					
<ul style="list-style-type: none"> Based on a comparison of 2010-2011 common assessment data and 2011-2012 common assessment data, what was the percent increase or decrease of students maintaining learning gains? What percentage of students made learning gains? What was the percent increase or decrease of students making learning gains? What are the anticipated barriers to increasing the percentage of students making learning gains? What strategies will be implemented to increase and maintain proficiency for these students? What additional supplemental interventions/remediation will be provided for students not achieving learning gains? 					

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

READING GOALS		Problem-Solving Process to Increase Student Achievement			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy
1. Percentage of students making learning gains in reading. Reading Goal #1: To increase FCAT levels and reading gains for all TOVA/RAMC students during the 2012-13 school year.		1.1. Student motivation to perform at an optimal level due to feelings about being adjudicated, previous failure in school, and	1.1. To ensure the implementation of the EdOptions Intensive Reading and Orchard GoldStar curricula complete with learning	1.1. All TOVA/RAMC/EOA reading instructors; Director of Education; District Reading	1.1. FAIR Assessments; EdOptions reading assessments and reports; Orchard GoldStar assessments, skill trees, and reports; PMRN/FAIR

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			lack of ability to read proficiently.	stations and a school-wide D.E.A.R. program.	Coordinator	testing assessments	
Based upon the FCAT data from 2011-12 the number of students tested in reading were not enough to provide data for AYP nor accurate reporting of or setting of goals using FCAT data. Reading level of performance data for TOVA/RAMC for the 2012-2013 school year is based upon the progress monitoring FCAT projection tool, Discovery Education.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	.6% (4) out of 60 students tested in grades 5—10th score at or above Level 3 proficiency in Reading	2% (10) out of 60 students tested in grades 5—10th will score at or above Level 3 proficiency in Reading					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. <u>Reading Goal #2:</u>	Baseline data 2010-2011						
	N/A						

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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
To determine the effectiveness of the EdOptions Online Academy Intensive Reading Curriculum	5 th -12 th	TOVA/RAMC Lead Teacher	All TOVA/RAMC Lead Teacher and collaborating EOA Virtual Reading Instructors	Monthly	All reading teachers will discuss together monthly in order to review and collaborate over EdOptions Online Academy reports and FAIR reports as applicable from all of their classrooms. Quarterly, each reading teacher will meet with the district reading coordinator as a follow-up to the quarterly reading walk-through observations.	Lead Teacher and Director of Education

Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			
			Subtotal:

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Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			Grand Total:

End of Reading Goals

Mathematics Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process
<ul style="list-style-type: none"> Based on a comparison of 2010-2011 common assessment data and 2011-2012 common assessment data, what was the percent increase or decrease of students maintaining learning gains? Programs may include math data from the math assessment used in 2011–2012. What percentage of students made learning gains? What was the percent increase or decrease of students making learning gains?

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- What are the anticipated barriers to increasing the percentage of students making learning gains?
- What strategies will be implemented to increase and maintain proficiency for these students?
- What additional supplemental interventions/remediation will be provided for students not achieving learning gains?

* When using percentages, include the number of students the percentage represents (e.g. 70% (35)).

MATHEMATICS GOALS			Problem-Solving Process to Increase Student Achievement			
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Evaluation Tool
1. Percentage of students making learning gains in mathematics. Mathematics Goal #1: To increase FCAT levels and Mathematics gains for all TOVA/RAMC students during the 2012-13 school year.			1.1. Because of past failure of FCAT and a lack of motivation, some students who are given the opportunity to sit for the FCAT Math assessment refuse.	1.1 TOVA/RAMC will provide FCAT mathematical incentives, preparedness activities, and in-class interactive games.	1.1 Thomas McCullough, Lead Teacher	1.1 Teacher evaluations of student participation in preparedness activities. Data from FOCUS.
Based upon the FCAT data from 2011-12 the number of students tested in math were not enough to provide data for AYP nor accurate reporting of or setting of goals using FCAT data. Mathematical level of performance data for TOVA/RAMC for the 2012-2013 school year is based upon the progress monitoring FCAT projection tool, Discovery Education.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
	.6% (2) out of 29 students tested in grades 5—8th score at or above Level 3 proficiency in Math	3% (10) out of 29 students tested in grades 5—8th will score at or above Level 3 proficiency in Math				
			1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.

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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. <u>Mathematics Goal #2:</u>	Baseline data 2010-2011						
	N/A						

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Algebra End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Algebra EOC Goals			Problem-Solving Process to Increase Student Achievement			
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy
1. Students scoring at Achievement Level 3 in Algebra.			1.1. Because of past failure of FCAT/EOC, truancy, and a lack of motivation, some students who are given the opportunity to sit for the FCAT Algebra I EOC assessment refuse or fail for lack of knowledge/exposure to subject matter/skill level.	1.1 TOVA/RAMC will provide FCAT/EOC mathematical incentives, preparedness activities, and in-class interactive games.	1.1 Thomas McCullough, Lead Teacher	1.1 Teacher evaluations of student participation in preparedness activities. Data from FOCUS.
<u>Algebra Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
There will be a 3% increase in the percent of students achieving Level 3 proficiency in Algebra I EOC.	0% (0)	3% (2)				
			1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.			2.1. Because of past failure of	2.1 TOVA/RAMC will provide FCAT/EOC	2.1 Thomas McCullough, Lead Teacher	2.1 Teacher evaluations of student participation in
						2.1 2013 FCAT Math (when applicable)/EOC scores/reporting data.

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<u>Algebra Goal #2:</u> There will be a 3% increase in the percent of students achieving Levels 4 and 5 proficiency in Algebra I EOC.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	FCAT/EOC, truancy, and a lack of motivation, some students who are given the opportunity to sit for the FCAT Algebra I EOC assessment refuse or fail for lack of knowledge/exposure to subject matter/skill level.	mathematical incentives, preparedness activities, and in-class interactive games.		preparedness activities. Data from FOCUS.	scores/reporting data.	
	0% (0)	3% (2)						
			2.2.	2.2.	2.2.	2.2.	2.2.	
			2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011							
<u>Algebra Goal #3:</u> N/A								

End of Algebra EOC Goals

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Geometry End-of-Course Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1. Because of past failure of FCAT/EOC, truancy, and a lack of motivation, some students who are given the opportunity to sit for the FCAT Math assessment refuse or fail for lack of knowledge/exposure to subject matter/skill level.	1.1 TOVA/RAMC will provide FCAT/EOC mathematical incentives, preparedness activities, and in-class interactive games.	1.1 Thomas McCullough, Lead Teacher	1.1 Teacher evaluations of student participation in preparedness activities. Data from FOCUS.	1.1 2013 AYP data and 2013 FCAT Math (when applicable)/EOC scores/reporting data.
<u>Geometry Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
There will be a 4% increase in the percent of students achieving Level 3 proficiency in Geometry.	0% (0)	4% (3)					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1. Because of past failure of	2.1 TOVA/RAMC will provide FCAT/EOC	2.1 Thomas McCullough, Lead Teacher	2.1 Teacher evaluations of student participation in	2.1 2013 FCAT Math (when applicable)/EOC

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Geometry Goal #2: There will be a 4% increase in the percent of students achieving Levels 4 and 5 proficiency in Geometry.	2012 Current Level of Performance:* 0% (0)	2013 Expected Level of Performance:* 4% (3)	FCAT/EOC, truancy, and a lack of motivation, some students who are given the opportunity to sit for the FCAT Algebra I EOC assessment refuse or fail for lack of knowledge/exposure to subject matter/skill level.	mathematical incentives, preparedness activities, and in-class interactive games.		preparedness activities. Data from FOCUS.	scores/reporting data.	
			2.2.	2.2.	2.2.	2.2.	2.2.	
			2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011							
Geometry Goal #3: N/A								

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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				meetings)		
To increase student participation in the FCAT/EOC Mathematics assessments.	5 th —12 th	Thomas McCullough, Lead Teacher	Paraprofessionals, EOA Online Teachers, and Lead Teacher	Monthly	All math teachers/paraprofessionals will meet together monthly to review and collaborate over EdOptions reports as applicable from all of their classrooms. Monthly, the lead teacher will meet with the Director of Education as a follow-up to the weekly math classroom walk-through observations.	Thomas McCullough, Lead Teacher

End of Geometry EOC Goals

Mathematics Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			

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			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			
			Grand Total:

End of Mathematics Goals

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Biology End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Biology EOC Goals			Problem-Solving Process to Increase Student Achievement			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy
1. Students scoring at Achievement Level 3 in Biology.			1.1 Because of past failure of FCAT/EOC, truancy, and a lack of motivation, some students who are given the opportunity to sit for the FCAT Science assessment refuse or fail for lack of knowledge/exposure/interest in subject matter/skill level.	1.1 TOVA/RAMC will provide FCAT science incentives, preparedness activities, field trips, in-class interactive games, and use of science kits.	1.1 Thomas McCullough, Lead Teacher	1.1 Teacher evaluations of student participation in preparedness activities. Data from FOCUS.
<u>Biology Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
There will be a 3% increase in the percent of students achieving Level 3 proficiency in Biology I EOC.	0% (0)	3% (1)				
			1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy
2. Students scoring at or above Achievement Levels 4 and 5 in Biology.			2.1 Because of past failure of FCAT/EOC, truancy, and a lack of motivation, some students who are given	2.1 TOVA/RAMC will provide FCAT science incentives, preparedness activities, field trips, in-class interactive games,	2.1 Thomas McCullough, Lead Teacher	2.1 Teacher evaluations of student participation in preparedness activities. Data from FOCUS.
<u>Biology Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
						2.1 2013 FCAT Science scores/reporting data.

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There will be a 3% increase in the percent of students achieving Levels 4 and 5 proficiency in Biology I EOC.	0% (0)	3% (1)	the opportunity to sit for the FCAT Science assessment refuse or fail for lack of knowledge/exposure/interest in subject matter/skill level.	and use of science kits.			
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
To increase student participation in the FCAT Science and Biology I EOC assessments.	5 th —12 th	Thomas McCullough, Lead Teacher	Paraprofessionals, EOA Online Teachers, and Lead Teacher	Monthly	All math teachers/paraprofessionals will meet together monthly to review and collaborate over EdOptions reports as applicable from all of their classrooms. Monthly, the lead teacher will meet with the Director of Education as a follow-up to the weekly math classroom walk-through observations.	Thomas McCullough, Lead Teacher

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A			

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Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Total:			

End of Science Goals

Civics End-of-Course (EOC) Goals *(required in year 2014-2015)*

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Civics EOC Goals			Problem-Solving Process to Increase Student Achievement			
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy
1. Students scoring at Achievement Level 3 in Civics.			1.1.	1.1.	1.1.	1.1.
Civics Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				

2012-2013 School Improvement Plan Juvenile Justice Education Programs

		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.		2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>				
			2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3

Civics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Civics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Civics Goals

U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)*

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy
1. Students scoring at Achievement Level 3 in U.S. History.			1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1: Enter narrative for the goal in this box.	2012 Current Level of Performance:	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.				

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			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

U.S. History Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

U.S. History Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.
Evidence-based Program(s)/Materials(s)

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of U.S. History Goals

Career Education Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process
<ul style="list-style-type: none"> • What career type does the program offer? • How does the program provide career exploration for all students? • What hands-on technical training does the program provide (type 3 programs)? <ul style="list-style-type: none"> ▪ For type 3 programs what industry certifications are offered? ▪ How many students earned industry certifications? ▪ Is the program a Career and Professional Education (CAPE) Academy?

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

	Problem-Solving Process to Increase Student Achievement
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

CAREER EDUCATION GOAL(S)							
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Career Education Goal			1.1. Access to Internet without blocks; student motivation	1.1. Build a schedule for the instructor to begin implementing the program in one lab with one group of students.	1.1. Microsoft-certified instructor, Thomas McCullough	1.1. Tracking the number of Microsoft certificates are issued after the implementation of the Academy.	1.1. Microsoft Certifications
To implement an IT Microsoft Academy to afford students the opportunity to earn a Microsoft Word, Outlook, or Power Point certification.	2012 Current Level :*	2013 Expected Level :*					
	N/A	50% (8)					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Career Education Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Microsoft IT Academy	8th—9 th grades	Microsoft-certified instructor	Thomas McCullough, Lead Teacher and paraprofessionals	Scheduled Academy times within the TOVA/RAMC Bell Schedule	Tracking of Microsoft certifications issued to students participating in the program	Microsoft-certified teacher, Thomas McCullough; Director of Education

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Career Education Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			
			Grand Total:

End of Career Education Goal(s)

Transition Goal(s)

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process
<ul style="list-style-type: none"> How does the program deal with transition planning (entry and exit transition)? How many students successfully transition (e.g., return to school, find employment)?

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

	Problem-Solving Process to Increase Student Achievement
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

TRANSITION GOAL(S)							
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Transition Goal			1.1. Following up with the receiving counties for at least one school year to determine if a youth stays on track and in school upon release from TOVA/RAMC.	1.1. Implement applications of a transition monitoring procedure developed by Twin Oaks Juvenile Development, Inc. entitled Project Connect which allows for regional transition specialists to follow-up with released youth, their school districts, their families, and an established community action team to retrieve statistical data regarding youth staying in school and/or gaining employment.	1.1. Director of Education	1.1. Review the Project Connect data collected by the TOJDI Corporate Office as well as the monthly TRENDSTAT reports reported to the TOJDI Corporate Office, and record such information in the school database.	1.1. Statistical information as shown by data entered into database to compare number of students served, truancy rate upon entry, grade level deficiency upon entry, credit level deficiency upon entry with same information on the student post-release to include post-release employment data as reported by the receiving school district/community action team liaison to the TOJDI Corporate Office up to one year post-release.
It is a firm and documented principle that for TOVA/RAMC students, transition begins at entry. Each student receives a transition goal at entry that hopefully will be completed during his length of stay and if that is not possible, significant advance toward that goal will be achieved.	2012 Current Level :*	2013 Expected Level :*					
	33%(60) of eligible students earned industry-recognized certifications as reported to their receiving district/OSCC	It is projected that each reported criteria will increase by at least 10% at the close of the 2012-13 school year.					
	19% (21) of students earned a high school diploma or equivalent as reported to their receiving district/OSCC						
	75% (80) of students completed credits during their length of stay as reported to their receiving district						
	25% (60) of students earned grade level promotions during their length of stay as reported to their receiving district						
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Transition Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
To ensure that the redirection, credit recovery, and transition services provided to the youth during length of stay are affecting the student's overall educational performance post-release.	5 th -12 th	TOVA/RAMC Director of Education	Director of Education, Executive Director	On-Going	All PD participants will meet quarterly to ensure quality of communication and accuracy of data. A quarterly report will be run and reviewed by all participants during the meeting.	Director of Education, Executive Director

Transition Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			
			Subtotal:

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Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			
			Grand Total:

End of Transition Goal(s)

Attendance Goal(s) (For Day Treatment Programs Only)

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process	
<ul style="list-style-type: none"> What was the attendance rate for 2011-2012? How many students had excessive absences (10 or more) during the 2011-2012 school year? What are the anticipated barriers to decreasing the number of students with excessive absences? What strategies and interventions will be utilized to decrease the number of students with excessive absences for 2012-2013? How many students had excessive tardies (10 or more) during the 2011-2012 school year? What are the anticipated barriers to decreasing the number of students with excessive tardies? What strategies and interventions will be utilized to decrease the number students with excessive tardies for 2012-2013? 	

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

ATTENDANCE GOAL(S)			Problem-solving Process to Increase Attendance			
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Evaluation Tool
1. Attendance Goal # 1			1.1.	1.1.	1.1.	1.1.
<i>Enter narrative for the goal in this box.</i>	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*				
	<i>Enter numerical data for current attendance rate in this box.</i>	<i>Enter numerical data for expected attendance rate in this box.</i>				

2012-2013 School Improvement Plan Juvenile Justice Education Programs

	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	Enter numerical data for current number of absences in this box.	Enter numerical data for expected number of absences in this box.					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	Enter numerical data for current number of students tardy in this box.	Enter numerical data for expected number of students tardy in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

End of Attendance Goals

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total:
Mathematics Budget	
	Total:
Science Budget	
	Total:
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Career Budget	
	Total:
Transition Budget	
	Total:
Attendance Budget	
	Total:

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting “Yes” or “No” below.

☐ Yes

N/A

☐ No

If No, describe measures being taken to comply with SAC requirement.

Describe projected use of SAC funds.	Amount
1. To organize FCAT/EOC incentives for students	\$500.00
2. To organize off-campus field trips/educational incentive trips for students to enhance learning in the classroom	\$500.00
3. To organize an in-house hospitality/appreciation incentive program for teacher morale/support	\$700.00
4. To offer teacher professional development opportunities	\$700.00

Describe the activities of the School Advisory Council for the upcoming year.

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